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Upchurch is one of the best we have had on our program for several years. Usually Latin teachers have appeared to be on the defensive, and some times express themselves in an apologetic manner. Not so with Miss Upchurch. "She went over the top, raided the first, second, and third line trenches of the Utilitarians, and almost put the enemy to rout."

This day's work closed with a random talk by Dr. Charles A. McMurray who occupied Dr. Flexner's place on the program. Dr. McMurray argued strongly and forcefully for the teaching of the practical and dispensing with so much theory. He failed somehow to tell us what was practical and how to get hold of the practical, but we could all see that his intentions were good.

The Friday morning session was the best and the most helpful of all. Mr. A. A. Taylor, principal of the High Point high school read a paper on "Standards for the Examination and Certification of City High School Teachers." Mr. Taylor had made a close study of this matter and enjoyed the happy faculty of a most interesting expression of his views. This paper earned him the chairmanship of a special committee to draw up suggestions along this line for presentation to the State Board of Examiners and Institute Conductors.

Following this paper, the teachers adjourned for departmental sections for special work. Though the attendance in all the departments was meager, the enthusiasm of those who were present partly compensated.

The only thing of importance in the business session was the abolishment of the nominating committee. Principal Davis, of the Charlotte High School, was the leader in this charge. He had sworn vengeance on this system and came to the meeting all toggled out in his war paint. After he had pointed out a few comparisons between the present government with the government in Germany, he had the teachers with him, and carried the matter with little difficulty.—
O. A. HAMILTON.

THE COUNTY HIGH SCHOOL

Occupying as it does a strategic position in our educational work, the public high school has come to be the criterion by which the efficiency of the school system of a county or State is judged. Given a system of strong, well equipped, efficient public high schools in a State, and below them you are sure to find a good system of elementary schools and above them, too, you will find a superior class of colleges. Given a weak, ineffective system of public high

schools, and below them you will find indifferent elementary schools and above them colleges in name only. Strong high schools mean, then, good educational facilities from the primary school through the college and University, so much so that we can measure our educational progress almost exactly in terms of the efficiency of our public high schools.

North Carolina has made rapid strides in high school development since the passage of the public high school law in 1907. There are at present 246 State high schools in operation under this act, with an enrollment of about 11,000 pupils. There are two other classes of public schools doing high school work, namely city high schools and local high schools. There are 80 of the former and 157 of the latter, enrolling respectively 10,000 and 3,000 pupils. In addition to these 483 public high schools—State, city, and local—there are 26 private schools and 66 church schools of secondary grade, enrolling together about 5,000. Thus there are in North Carolina 575 secondary schools enrolling 30,000 pupils. Not quite fifty per cent of the 575 schools are offering four-year courses, and not quite 10 per cent of the 30,000 high school pupils are pursuing fourth-year studies.

We need to develop in all the counties strong four-year high schools, sufficiently well equipped and financed to provide for the youth in each county whatever secondary school training is needed. The local high school cannot meet the need for high school training in a modern democracy. It has not nor can it secure sufficient money, equipment, teachers, or pupils. The county high school with stronger financial backing, larger teaching force, better equipment, dormitories and inexpensive boarding facilities, and transportation of pupils where necessary must take the place of the small local high school if the needs of democracy are to be better met through better educational opportunities of the youth of the land. A recent decision of the Supreme Court declaring the county high school (commonly called the State high school) to be an organic part of our general and uniform public school system required by the Constitution, opens a new door of opportunity in secondary education and makes possible a new era of high school development in North Carolina.—N. W. W.

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